

Rachel E. Duffus. Outcomes-Based Evaluations in School Libraries: Developing an OBE Tool for Elementary School Libraries. A Master's Paper for the M.S. in L.S degree. March, 2020. 70 pages. Advisor: Dr. Casey Rawson

In today's library culture, outcomes-based evaluations (OBE) are becoming the gold standard for program design and evaluation. Organizations like American Library Association (ALA) are promoting the benefits and increased use of OBE's in libraries, but the usage rate has been slow to grow. As well, research is limited in this area, based mainly in academic libraries and occasionally in public library settings, but not in school libraries. For this project, I developed an OBE tool for Frank Porter Graham Bilingüe, an elementary school library in Chapel Hill, NC. This tool will be used initially at their quarterly Media Night programs but will also have the ability to be modified for use with other programs. The tool was piloted at their December Media Night, the data was analyzed and presented to the librarian and technology administrator, and the tool was modified based on stakeholder feedback and my own feedback. This project has the purpose of developing a usable tool that does not require a great deal of time to use, decreasing the barriers to using OBE in this school library setting. The results of this project and the model tool will also contribute to the limited research in the school library field.

#### Headings:

Elementary school libraries – Activity programs in elementary school libraries

Evidence-based library science

School libraries – evaluation

School librarians – evaluation

OUTCOMES-BASED EVALUATIONS IN SCHOOL LIBRARIES: DEVELOPING  
AN OBE TOOL FOR ELEMENTARY SCHOOL LIBRARIES

by

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Approved by

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Dr. Casey Rawson

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## Introduction

In today's library culture, outcomes-based evaluations (OBE), which looks at impacts on patrons as a result of the program during and after they participate, are becoming the gold standard for program design and evaluation (McNamara, n.d.). Organizations like American Library Association (ALA) are promoting the benefits and increased use of OBE's in libraries, but the usage rate has been slow to grow. As well, research is limited in this area, based mainly in academic libraries and occasionally in public library settings, but not in school libraries. The lack of research, and subsequently training of librarians, has led to this slow increase in use, yet the benefits of utilizing OBE to design and evaluate programs makes it an important tool for librarians. The culture within libraries requires changing, and the exposure of librarians, specifically in school libraries, to the OBE model and tools is necessary.

For this project, I developed an OBE tool for Frank Porter Graham Bilingüe, an elementary school library in Chapel Hill, NC. This tool will be used initially at their quarterly Media Night programs and was piloted at their December Media Night. Then, the data was analyzed and presented to the librarian, Janet Peterson, and the technology administrator, Alex Linares, and the tool was modified based on their and my own feedback. The tool was created specifically for the school's Media Nights, but in order to further encourage use of the OBE model in this school library, I have made the tool modifiable for use with other programs and lessons. Having the tool be usable when

designing and evaluating other programs makes using OBE's less of a time commitment for users, decreasing the barrier to use.

The results of this project and the model tool contribute to the limited research in the school library field. The final product is a usable tool that has been tested and modified based on the initial test, which can be used by other researchers to improve research around the OBE model in school libraries. Also, this tool can be used by other librarians outside of Frank Porter Graham Bilingual—other school libraries, and even public libraries, will be able to benefit from the model I developed. Since it can be modified, other librarians can alter it to fit their needs. Through this project, I hope to make a step towards changing the program design and evaluation culture in our libraries.



## Problem / Area of Need

As mentioned, the outcomes-based evaluation model is currently being favored by organizations like ALA, AASL (American Association of School Librarians), etc., as the ideal assessment model for libraries. Some types of libraries have long been using the OBE model, such as academic libraries, but school libraries are among the few types that have been slow to make the adoption. Studies conducted within academic libraries and non-library organizations, like governmental agencies, have shown a wide variety of benefits. At the school library level, students would experience these same benefits, along with benefitting from actual use of evaluation, which is not frequently used due to time constraints.

Before the utilization of OBE, assessment focused on inputs, which are “materials and resources that the program uses in its activities, or processes, to serve clients,” and outputs, which are “the units of service regarding your program...the number of clients served, books published, etc. very often indicates nothing at all about the actual impacts/benefits/changes in your clients who went through the program” (McNamara, n.d., para. 10). Outcomes, the current preference in assessment, are “actual impacts/benefits/changes for participants during or after your program...usually expressed in terms of: knowledge and skills...behaviors...[and] values, conditions, and status” (McNamara, n.d., para. 13).

Currently, OBE is not uncommon in the academic library setting. In the 1990's, academic libraries were beginning to see the need for program evaluation through the use of outcomes (Wallace, 2001). But, in these early days, the outcomes were used to prove success, not better the programs for the patrons who produced the outcomes (Wallace, 2001). School libraries, in the early 2000's, also started some assessment with a focus on outcomes, but there still has not been widespread adoption (Callison, 2007). Unlike in academic libraries, though, the focus of the outcomes assessment in school libraries is on student learning, not proving the worth of the program (Callison, 2007). Here, the organizational differences are evident.

But, despite the proven benefits, such as increased literacy scores (Bailey & Paul, 2012), changed parent behaviors (Colburn, n.d.), and increased librarian and teacher interactions (Doiron, 1998), school libraries do not use OBE widely. OBE requires more up-front work (Colburn, n.d.), which acts as a barrier to librarians, decreasing the use of OBE. Also, due to a lack of widespread use, there are fewer formal studies and templates for librarians to use in schools to assess their lessons and programs, also making outcome development harder for librarians. The overarching issue for school librarians is a lack of time, so the fewer resources that are available and easily accessible, the less likely the librarians are to switch to the OBE model.

Ultimately, students are the group that can benefit the most from OBE in school libraries, and they can suffer the most by the lack of OBE. Because OBE uses the outcomes to design and redesign the original program to fit the desires of students, the needs of the students, who are the users, are prioritized, which aligns with the overarching goals of libraries to serve the users. The use of OBE will help to increase

student learning outcomes, along with assisting with developing soft skills, like social competencies, confidences, etc.

## Related Work

### **Historical Trends in Evaluation in Libraries**

Historically, literature regarding evaluation in libraries focused on proving the worth of libraries, as mentioned with the early use of OBE in academic libraries (Hannigan, 1976). Even as recently as 2005, as a new school librarian worked to form assessment practices in her library, her focus was on proving the library's worth to stakeholders, like administrators (Marie, 2005).

A rare few, though, saw evaluation through the same lens as OBE. As Hannigan states, "it [evaluation] may lead us into the pitfall of accountability to the institution rather than to the child," and noted that observing children laughing and talking can be a valuable form of evaluation (1976). From my review of the literature, Hannigan's 1976 article was the first mention of outcomes-based evaluation, though it had not acquired its official name, yet. School libraries, though slow to adopt the formal OBE model, have always focused on student learning as the bottom line, and therefore have had a greater historical focus on outcomes than other library types (Latrobe & Masters, 1999). In these other types of libraries, as mentioned, the focus, previously, was on the inputs and outputs in evaluations, instead of outcomes (Wallace, 2001). This different focus reflects the varying priorities of libraries, organization-centric versus patron-centric. But, even in school libraries, sometimes the focus is not on students. For example, Tilley (2011) describes the need for outcomes-based library service in school libraries, but the

reasoning for measuring impact is for job retention, not student needs. Clearly, the simple implementation of OBE is not enough if the goals are not prioritizing the users.

### **Outcomes-Based Evaluation (OBE)**

OBE is currently a top priority for ALA and AASL, as their most recent issuance of standards includes “a section dedicated to assessment and evaluation...examples on how to create your own tools that align school and district models with AASL Standards” (American Library, 2018, para. 3). A multitude of documents provide loose guidelines for the process of developing OBE for school libraries, but specifics for the process and actual templates are not included in literature or online sources yet (Arnold & Colburn, 2001; Choinski & Emanuel, 2006; Dando, n.d.; Doiron & Davies, 1998; “Evaluating”, n.d.; Everhart, 1998; Keller, 2018; Oberg, 2001; Poll, 2003; Rawson, 2018; Todd, 2003).

The benefits of OBE, such as “increased positive comments,” increased number of student research projects (Callison, 2007), and changed behaviors (Colburn, n.d.), are also commonly written about, but, again, no templates or formal studies are performed (Choinski & Emanuel, 2006; Dresang, Gross, & Holt, 2003; Dresang, Gross, & Holt, 2006; Hughes, 2014). Without actual templates, though the benefits and school-specific examples may be extremely appealing to school librarians, the barrier to use has not been decreased. Here, again, the literature reveals a massive gap in the resources available for school librarians, and other librarians working with youth, which might contribute to the lack of effective implementation of OBE in school libraries.

A positive and rare example of OBE implementation in a school library is found in Gordon’s 2000 work with students, using performance-based learning. Students are

encouraged to be “self-managers,” directing their own learning process (Gordon, 2000). And, the students are asked to perform self-assessment (Gordon, 2000). While Gordon does not provide specific templates, important questions for librarians to raise are described, along with promoting student-created standards, which differs greatly from the vast majority of other literature in this area (2000).

### **Assessment in Education and School Classrooms**

Because school libraries exist within the greater framework of their schools, I chose to investigate the literature around assessment in school classrooms. “Formative” assessment, which is similar to OBE, is common in education literature, and demonstrates the benefits of using assessment to develop the next steps in students’ learning (Hargreaves, 2005). Collaboration with classroom teachers could improve assessment measures for librarians, providing an example of beneficial assessment methods—increased collaboration between teachers and school librarians have proven to improve literacy and other measurable outcomes (Bailey & Paul, 2012; Hughes, 2014).

### **Case Studies**

To support the worth of OBE, several case studies exist. These case studies still lack where the other literature does, but they demonstrate tangible results for librarians to use as motivation in implementing OBE. Cox (2010) describes the creation of a sports-related project for a group of fourth graders who love sports, and the project is evaluated with dynamic assessment. This project and the subsequent assessment are detailed from the project idea to the evaluation of the assessment results.

More specifically related to OBE, Mills, Campana, and Goldsmith (2017) analyze technology within youth services, with a focus on Connected Learning, OBE/OBPE

(Outcomes-Based Planning and Evaluation), and Radical Change Theory. The goal of this study was to present a new model for “LIS educational approaches,” which encourages a shift in the field and a tangible example of OBE application, from initial planning to final takeaways (Mills, Campana, & Goldsmith, 2017, p. ?).

### **Gap in Literature**

As mentioned, there is a gap in the literature and resources available for school librarians regarding OBE. And, even when OBE, or similar assessment methods, are being implemented, the purpose of the assessment is often described as benefitting the organization or the librarians, not the users. In order for OBE to be implemented as it was intended by ALA, the culture around assessment within school organizations needs to change. Lakos and Phipps (2004) discuss this need for change in all libraries, pushing for the alteration of organizational culture, which eventually trickles down to change of the actual evaluation techniques in libraries.

## Goals and Deliverables

For this project, I conducted my work at Frank Porter Graham Bilingüe (FPG), a bilingual (Spanish and English) elementary school in Chapel Hill, North Carolina. This school's library lacked an Outcomes-Based evaluation (OBE) system for their daily lessons and both in and out of school events. The library desired an evaluation tool that follows the OBE system, to use for all of their different interactions with the students. A tool that can be modified for different library-student interactions is ideal, so for this project I created an evaluation tool that is for a specific event but, at its core, can be adjusted for other needs within the library. Currently, the library and technology department host four Media Nights per year, where families visit the library in the evening for themed activities and stories. I designed my tool to evaluate the purpose and effectiveness of the Media Nights.

My goal for this project was to develop an event evaluation tool for use in a school library setting that is outcomes-based, usable across library events within the school, and considerate of time constraints faced by school librarians. Per the aforementioned research, the OBE model is used, but not widely and not to its full potential. By creating a tool that is usable across library events within in the school and consumes as little staff time as possible, this project works to decrease the barriers to conducting OBE's in the FPG library. The final deliverable was an Outcomes-Based



evaluation tool for the FPG Media Nights, which can be altered, as needed, for other library-related events at the school.

### **Key Concepts and Terms**

Important key concepts for this project include inputs, activities, outcomes-based evaluation, outcomes, outputs, outcome targets, and outcome indicators. Inputs “are materials and resources that the program uses in its activities, or processes, to serve clients,” and are usually the items needed to make the program function, like equipment (McNamara, n.d., para. 10). Activities, which use the inputs, are the “processes that the program undertakes with/to the client in order to meet the clients’ needs...the focus is still pretty much on the organization or program itself” (McNamara, n.d., para. 11). The outcomes-based evaluation, though, makes the shift from the organization to the population being served, as it “looks at impacts/benefits/changes to your clients (as a result of your program(s) efforts) during and/or after their participation in your programs” (McNamara, n.d., para. 8). Outcomes “are actual impacts/benefits/changes for participants during or after your program...usually expressed in terms of: knowledge and skills...behaviors...[and] values, conditions, and status” (McNamara, n.d., para. 13).

Outcomes are often confused with outputs, which “are the units of service regarding your program,” for example the number of people who attend a library program (McNamara, n.d., para. 12). Unlike outcomes, an output measure such as “the number of clients served, books published, etc. very often indicates nothing at all about the actual impacts/benefits/changes in your clients who went through the program” (McNamara, n.d., para. 13). Also important in creating an outcomes-based evaluation is defining the outcome targets, which “are the number and percent of participants that you want to

achieve the outcome” (McNamara, n.d., para. 14). Finally, outcome indicators “are observable and measurable ‘milestones’ toward an outcome target...what you’d see, hear, read, etc., that would indicate to you whether you’re making any progress toward your outcome target or not” (McNamara, n.d., para. 15).

### **Variables**

The variables for this project were fairly similar to the list of defined terms mentioned above. Variables for this project included inputs, activities, outcomes-based evaluation, outcomes, outputs, outcome targets, outcome indicators, and data collection. For this project, data collection was defined as “a process of collecting information from all the relevant sources to find answers to the research problem, test the hypothesis and evaluate the outcomes” (“Data Collection”, n.d., para. 1). Definitions for the additional variables can be found in the previous section.

### **Deliverable**

The final deliverable for this project, as mentioned, was an Outcomes-Based evaluation tool, made specifically for the FPG Media Nights but with the option to edit portions for use with other events. This tool takes the form of a written template, which was both printed and emailed to the stakeholders (librarian and technology administrator). I have also published the tool online in the Carolina Digital Repository, which is open access format, for other library professionals to use. Sections that can be changed for fitting with other types of events are highlighted, and instructions accompany the different sections.

A second, more minor deliverable is a report of the data gleaned from the pilot test of the Outcomes-Based evaluation tool at the December 2019 Media Night. Though

it is a pilot test of the tool, the data was valuable to the library, so it was compiled and presented to them. Their review of this report also aided in improving the final version of the Outcomes-Based evaluation tool.

## Context

This project took place at Frank Porter Graham Bilingual (FPG), a bilingual (English/Spanish) elementary school in Chapel Hill, North Carolina. I developed the evaluation tool for use during the library's quarterly Media Nights, which is an already-occurring event that is sponsored by the librarian and the technology administrator.

This project is directly related to the library's goal of gathering data more frequently during their programs and events with the students. The librarian wanted to use this data to improve her services to the students, in addition to sharing the data with stakeholders at the school to provide reasons for requests for funding and support. Also, this project directly relates to the district's 2018-2021 CHCCS Strategic Plan, which has the goal to "build a data-driven culture to inform instruction at the teacher, Professional Learning Community (PLC) school and District levels to positively impact students (2018). The OBE tool helps to gather data, which will be used to improve student services, aligning with the district's Strategic Plan. FPG also listed the utilization of data as a priority in the 2018-2020 School Improvement Plan (FINAL FPG, 2018).

## My Role

I worked alone on developing the evaluation tool itself. Using research and observations of previous Media Nights, I developed the tool and conducted the actual implementation. My work on the data that is collected and the presentation of this data was done alone, as well.

But, I was also part of a team for coordinating the implementation of the tool because the Media Nights are created and hosted by the school's librarian and technology administrator. I needed the library's permission to set up my data collection tools and to plan how my tools will interact with and exist around the activities they had planned for the Media Night. Also, I worked together with the librarian and the technology administrator to review the data and improve the OBE tool, but this was the extent of my work within a team.

### **Positionality and Conflicts of Interest**

My relationship with the library, students, and their families is professional. I decided to take on this project because I also hope to work in an elementary school library after graduation and wanted to develop skills in evaluation development to use in my future career. And, after discussing with the school's librarian, I noted a lack of tangible evaluations and the librarian stated a desire to have such tools.

I am qualified to take on this project because of previous experience working in the setting as a field experience intern and my familiarity with the library's needs, current evaluation standards, and population served. Also, during my time at UNC SILS, I have taken a library instruction course, which has covered evaluation and designing programs based on desired outcomes, which is what I developed in my tool for this project.

### **Stakeholders**

Stakeholders included Frank Porter Graham Bilingüe, Janet Peterson (librarian), Alex Linares (technology administrator), and the students who attend the library's Media Nights. In the long term, if this tool is modified for use with other programs, other students in the school will become stakeholders, along with parents, possibly.

Frank Porter Graham Bilingüe provided the facilities for the family night program. Therefore, FPG also authorized all activity that took place in the school. FPG also benefits from the data generated from my evaluation tool, as the school administrators assess data for funding purposes and to evaluate the success of the library, so they have stake in this work.

Peterson, as the librarian, was the primary recipient of the OBE tool, and she is the individual who expressed a need for an evaluation/data collection system. She also runs the Media Nights, for which I have built the tool. The success of this tool and its flexibility for modification for other events is important to Peterson, so she was invested in the outcome of this project.

Linares, as the technology administrator, hosts the Media Nights with Peterson, so he, like Peterson, was invested in the success of the tool so he can use it in the future to assess his work and promote his programs. Also, as with Peterson, his input in the development and assessment of the tool was vital.

Finally, the students, and, we hope eventually, their families, were stakeholders in this project. The students are ultimately going to benefit the most from this project, as the OBE model works to reflect the users' experiences. In this case, the users are the students, and their input during the evaluation and future implementations will be used to continually improve the program. So, the success of this tool will impact the programs that service the students and whether or not those programs reflect the needs of the students. Eventually, when the tool is modified for use with other programs, families of the students could possibly be stakeholders, as some of the library programs focus on families of students, their literacy, and their exposure to the FPG library. In that case, the

families will be the users, and the success of the tool will impact the library's ability to improve the program to reflect the needs of the families.

## Procedures / Scope of Work

For this project, I followed an outlined procedure, which ensured that I did not miss any steps and had an estimation of how much time should be scheduled for each portion of the project.

First, I developed a project plan with my master's paper advisor, Dr. Casey Rawson. Next, I outlined the project steps in preparation for proposing the project to the identified stakeholders. I planned on expanding the steps as I moved through the project's process. But, initially, it took a short amount of time to develop the steps needed to present to the stakeholders.

Next, I presented the project idea and steps to the stakeholders, Janet Peterson and Alex Linares, asking for permission and initial feedback. I conducted this step in person, and it was a brief meeting. I had additional discussions in the days after, once Peterson and Linares had the opportunity to think over my proposal and speak with each other about it. Then, I proceeded to gather information about the Media Nights, through interviewing stakeholders and attending the October Media Night on October 11, 2019. Peterson and Linares were also involved at this stage of the process, as I interviewed them for information and coordinated with them for my visit at the Media Night.

My next step was to develop the OBE tool, using literature from my literature review. The next Media Night was in December, so I wanted to have the tool developed and reviewed by my advisor well before then. So, my next step after developing the tool



was to meet with my advisor, Dr. Rawson, to have her review the tool before it was implemented.

Next, I conducted a pilot test of the OBE tool at the December Media Night, held on December 13, 2019. The test of the OBE tool involved Peterson and Linares, as I had to coordinate with them before and during setup to figure out how my tool would interact with the different parts of their Media Night and how to best arrange my contributions in relation to theirs. I conducted data collection through observations throughout the Media Night.

After piloting the OBE tool, I assembled the gathered data to analyze it. Once analyzed, it was manipulated into a form that was understandable for my stakeholders; I wanted to present the data in graphs and infographics in order to make it easy to digest quickly, as efficiency is important in their work days. Also, I developed recommendations for program improvement, which were included in the report for Peterson and Linares.

Next, I presented the data and recommendations report to Peterson and Linares. I also verbally explained the report and discussed the findings with them. I sent the report to them via email ahead of time, so they could review it before we met.

The final step of this project was to interview the stakeholders, Peterson and Linares, about their experience with the tool and its results. During this meeting, I also made recommendations for improvements to the tool itself and other ways that it could be used outside of the Media Nights, in other library and technology events.

## Project Evaluation

For this project, success was developing a tool that both produced results that are usable by the Frank Porter Graham Bilingüe librarian to understand the success of her programs and was time efficient for the librarian to use.

To evaluate the impact of my project, I interviewed the librarian and technology administrator after the tool was developed for their opinions on the tool. This technique was appropriate for my project because the tool was built for the librarian and technology administrator to use for their programs, so if it was not acceptable to them, it would be of no use for the library. Also, these stakeholders were the individuals who have stated a need for such a tool.

I presented my data collection results to the stakeholders, along with templates for using the tool itself. They were also recipients of my evaluation of the tool, including recommendations for improvements. I shared documents and emailed them results, in addition to having in-person discussions with them.

### **Data Collection from Human Subjects**

I made the choice to use human subjects in this project because OBE is based on human feedback and bettering programs for people, so it was required to collect data from them. With their feedback, library programs can be improved to more effectively serve the people from whom the data is collected, along with others in the community.

I sampled from the Media Night attendees, which were families and students from Frank Porter Graham Bilingüe. When sampling, I collected data from as many participants as possible, and chose to do this because their experience at the Media Night was valuable for assessing the successfulness critically. My data collection methods were qualitative interviews, qualitative questionnaires, qualitative observations, and quantitative observations.

I elected to conduct qualitative interviews because by speaking to the participants, I could glean data like facial expressions and tone of voice, from their answers, which provided more information than a written answer that just showed words. This method was important because participants could feel like they are having a more personalized experience, since they were able to put a face to the recipient of their information.

Qualitative questionnaires were included as a data collection method because I could reach every person by myself to conduct interviews, so written questionnaires, talk-back boards, and flip-grids were important for collecting data from a larger data set. It was a more efficient method of data collection than face-to-face interviews. Also, it gave participants more privacy and anonymity when answering questions, which might have been desired if a participant had negative/constructive feedback to give. A weakness of written questionnaires was they could have been more difficult to complete for those who have low literacy levels, like some adults and younger children. I presented the questionnaires in both English and Spanish, but there still could have been some gaps in understanding for which I could not account.

I also utilized both qualitative and quantitative observation as data collection methods. I chose to conduct observations to note behaviors, populations in attendance,

attendee numbers, and participant distribution in the library space because I could collect this data while the event was happening, as opposed to only collecting data after the participants finished experiencing the Media Night and were all trying to leave at one time. Also, this data was important because it represented information about my participants that they might have not necessarily shared or think to have shared during an interview. A major weakness of these methods of data collection was that the observations were noted through my eyes and ears, so there was inevitably some bias, and while unintended, it still existed since I was interpreting the observations and they were not answers developed and given directly from the participants.

## Risk and Ethical Considerations

### **Risks**

For this project, there were no risks for the participants or stakeholders. I generated data from interviews and observations. The feedback from the interviews and behavioral observations was information that was private for the individuals participating in the Media Nights and therefore was only be shared with FPG, specifically Janet Peterson and Alex Linares, in order to improve their services. Also, I did not write up the results of the evaluation tool for this paper, nor was any of the participant data included in the paper, as the focus remained on the development and evaluation of the OBE tool.

### **Ethics**

It was important to assess whether or not this project posed threats for participants and stakeholders. The main threat that I foresaw was embarrassment, as if a participant gave feedback that was unsavory and the participant thought it could be seen as poor behavior on their part to give negative feedback, that perception might have affected their willingness to give honest answers to evaluation questions. Also, it could have been seen as socially unacceptable for certain participants, depending on their background, to give certain types of feedback.

Knowing this was a possible threat, I worked to minimize this barrier for our participants. To decrease these threats, I emailed an explanation for what their feedback

will be used. I also utilized signs to explain the purpose of the feedback and posted the signs in both English and Spanish, to reach all participants.

I also assessed my positionality to ensure that there were no conflicts of interest in my work at the Frank Porter Graham Bilingüe library. My position as an intern/student teacher did not present conflicts of interest or ethical concerns. As a library intern, my position allowed me to practice my skills within the library space without being constrained by employment rules. Therefore, my research and the opinions gleaned from my project did have any bearing on my own personal employment. I did not have anything to gain from the results of this project, so my data collection methods were unbiased.

## Impact and Limitations

### **Impact**

The impact of this study was in the sectors of research and in actual library practice. Successes and methods for making an OBE tool that is quick to use could contribute to the field in its research. As discussed in the literature review, there is a gap in formal research about outcomes-based evaluations in school libraries, so this project was necessary work.

These successes and methods could also be valuable for other librarians in changing to OBE methods in their libraries, specifically, elementary school librarians. Also, the suggestions for improving the piloted tool could be useful for school librarians working towards developing their own tool. Also beneficial for librarians is the replicability of the final tool, and ideally this model will be usable for not just school librarians, but public librarians as well.

Because a major component of the OBE model is utilizing the collected data to improve and redesign programs, this project could have an influence on the actual design and planning of programs, events, and lessons in libraries, in addition to the methods of evaluation when librarians judge the value of these programs. Patrons, being the focal point of the OBE model, can also benefit, as OBE methods improve programs for the patrons, making the programs reflect the needs of the patrons better. The evaluation

methods for programs and lessons, specifically within the Frank Porter Graham Bilingüe library, will be improved and/or changed as a result of this project.

### **Limitations and Delimitations**

To better understand the scope of this project, I explored the limitations that might be confronted during the process. One limitation is finances, as I was only be able to use assessment tools that are already available at the school, such as the iPads, and free software programs and applications that could be used on those tools. Paper surveys were also within my budget, but I was not able to use anything much more complex than free software or paper and pencil.

Another limitation was my lack of formal experience in this area—I had never developed an OBE tool before, and while this project was meant to be a pilot study, it was my first experience with it. There was inevitably a learning curve, and I went into this project knowing that the tool I created would have to be developed iteratively in order to achieve a final product that was acceptable.

In terms of delimitations, there was one area, program design, that I did not take part in, as the readers of this project paper might have expected. Program design is usually done in conjunction with designing the assessment of an OBE tool, as bearing in mind and using the OBE results in order to create a program is the focus of the OBE model. I was not involved in this portion of the event because of time constraints and due to there already being an established program in existence at this school library, and my role was just to assess this program.



### **Assumptions and Constraints**

For this project to work, my assumption that families and students would be willing to give feedback had to be true. Also, I assumed that participants who were willing to give feedback would take the time out of their evenings to give this feedback. I recognized that the feedback being requested upon the conclusion of their time at the Media Night might have been ill-timed, as once families decided they were leaving, they were likely ready to get home. Also, families might have struggled with giving feedback if they had children who were having trouble waiting for their parents to fill out forms or complete surveys. The behavior of their children could have had a strong impact on their ability to give feedback.

Some constraints might have arisen in this project with the technology being used. To an application on iPads to log feedback, I needed enough devices available for families and students to use. To mitigate this constraint, I obtained permission for use beforehand and gathered information about how many devices are available for use. Then, I planned other assessment methods accordingly to make sure there were enough modes of data intake to balance out the number of devices available.

## Process

### **Pre-Project**

Before beginning the actual project, I knew I wanted to work with the FPG library, as I was conducting my field experience there. I spoke with Peterson and my professors about projects that could benefit this library and the greater field. With Peterson's approval, I settled on developing an OBE tool. Next, I drafted and submitted the paper proposal before starting work on creating the tool.

### **Planning**

For the proposal, I conducted detailed research into OBE tools and various assessment methods. I did not want to create a tool that would theoretically work but not actually have practical applications in the setting for which it was created. Therefore, I attended the year's first Media Night in October to observe how the event operating and begin brainstorming ideas that might work well. During the event, I noted the traffic flow and where activities were placed, which helped me determine how many assessment tools I could implement and where they might be the most noticeable. I also noticed the schedule of activities and the volume of attendees.

After experiencing a Media Night, I began making a list of possible assessment methods from my previous research. I felt like this list mainly targeted the adult attendees, so I did additional research, looking into how classroom teachers assess their

students at the elementary level. I shared these ideas with both my advisor and Peterson, and they also gave me suggestions to add to my list.

Next, I drafted an email to be sent to each adult that signed their child up for the Media Night. When they emailed Peterson to attend, I followed up with my email, informing them about my project, where the data would be going (to Peterson), and my desire for their participation. This email also had to be translated into Spanish, due to the bilingual nature of the school.

I developed the surveys, in both English and Spanish, prior to the event. Because these surveys would be filled out by adults, I wrote questions focused on their experience and the experiences of their students. Most questions focused on time, location, theme, and activities, as these matter to the adults and they can gauge their children's reactions to these elements, as well.

I also created a Flipgrid account and survey platform for the kids ahead of the event. I had never used Flipgrid before, so I had to explore the program to understand how it worked and how the children access the surveys. I noticed that one route kids could take is by entering a student ID, which the Media Night participants would not have, so I found a way for the kids to enter their first name and last initial to be able to record a video response. I foresaw difficulties with this step, but I could not find another option. Prior to the event I also typed up instructions for using the Flipgrid/iPads and translated these instructions into Spanish.

For the observations, I brainstormed a list of behaviors to watch for and numbers to count. While I did not plan to stick exactly to this list, I wanted to have some ideas in my head to inform my observations in the moment. I also brainstormed possible

questions for the Talkback Board and translated them into Spanish before the Media Night.

### **Implementation**

I arrived to the Media Night early to set up my OBE tool and assist with any needs Peterson, Linares, and the volunteers had. I taped a large, blank poster for the Talkback Board in the hallway directly outside the library doors to attract attention from the attendees leaving the event. I wrote the question and an example answer with bold letters and noticeable marker. I set up a chair beside the poster (I could not find an extra table), where I placed the markers and sticky notes for the participants to use.

Next, I found a secluded spot in the library that Peterson did not need for her activities. Here, I set up the Flipgrid station. I made a poster with paper and marker to direct students to the Flipgrid corner, which was behind a set of bookcases. At the table in this corner, I laid out four iPads and taped the printed instructions to the tabletop beside each of the iPads.

The surveys needed printing, so, with Peterson's permission, I printed the surveys in the library and used a shoebox to make a receptacle for the completed surveys. I found a place to display the surveys and placed a stack of pencils with them. At this point, participants began to arrive and I started my observations, which I did with pen and paper. Also, throughout the evening I frequently stopped by the Flipgrid station for maintenance (logging out of non-Flipgrid apps) and assisting the children trying to make a recording.

**Reflection**

After the evening ended, I reviewed the data and assessed the results. I compiled these results into a report for Peterson. The majority of my time, though, was spent reflecting on the successfulness of each assessment method. I judged each of them and thought about ways to improve them. Why did the method not work? Could it be tweaked to make it work better? Is the method just not suited for this environment age group? How would the method change if used by someone else in a different setting? I also took the time to brainstorm new methods to use in the future based on my experience with the tool I developed for this project.

## Reflection

### **Introduction**

In terms of assessment methods that required a response from participants, the talkback board was the most effective for obtaining responses. The email survey, with only one response, returned the fewest responses. Here, I will be looking at each mode of assessment and discussing the results and in what ways they were and were not effective. Also, ideas for how to improve each of these assessment methods will be discussed.

Parents were notified by email about the data collection that would be occurring at the Media Night. They were emailed as they signed up for the event. I introduced myself and the purpose of the OBE tool. Responses were not requested, but some parents did reply. Also, some families did not sign up for the Media Night and simply attended, so they were not notified by email ahead of time. The emails were intended to inform both for family privacy reasons (in case a parent was not comfortable with the data collection, etc.) and in hopes of increasing parent and child participation.

### **Methods of assessment:**

Paper surveys

Flipgrid

Talkback board

Post-event emailed survey

Observations

## Paper Survey

The paper surveys were placed at the front of the library, on top of the checkout desk. The checkout desk faces the entrance to the library, so the pile of papers and stack of pencils were more visible there, especially since they were placed beside event information fliers and a sign calling attention to the fliers. Also, an activity table was located beside where the surveys were placed. The surveys were written in English and Spanish, printed front and back.

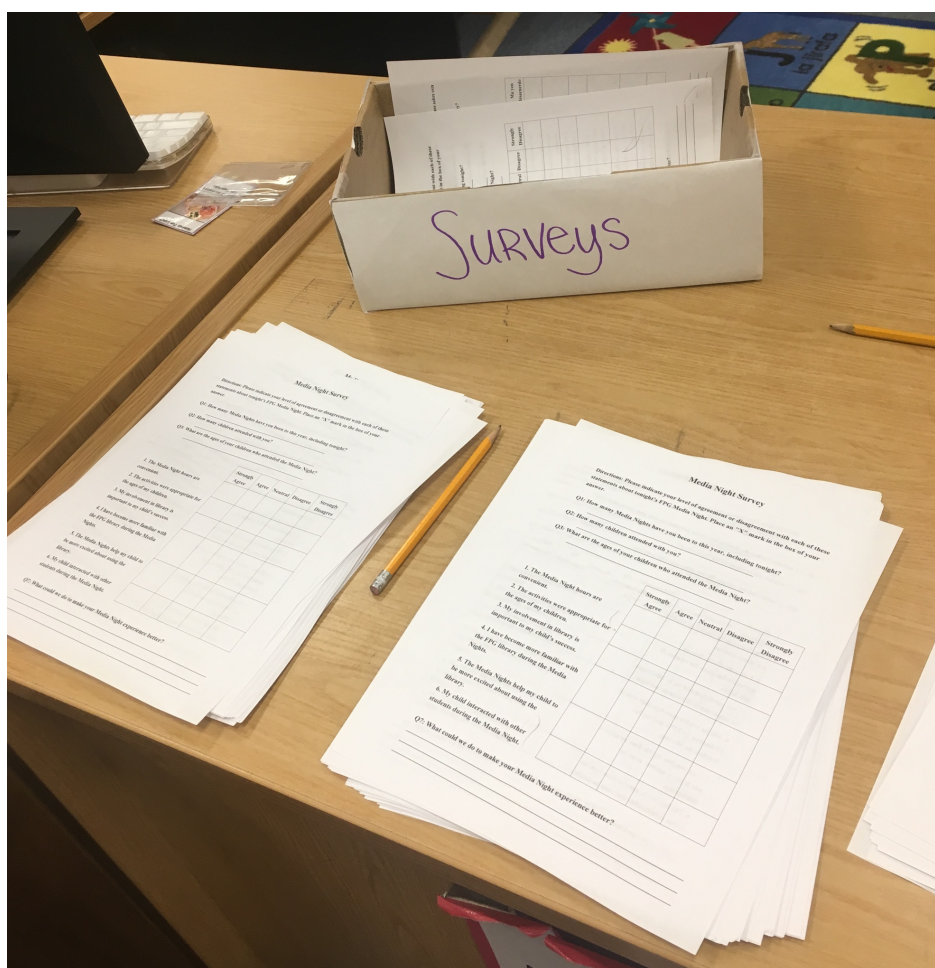


Figure 1: Paper Surveys

At the start of the event, a parent or two immediately worked on the survey. But, the area got crowded and other parents could not see that there was a survey available. Also, even after the parents completing the survey moved, the area was further blocked by kids and parents crowding around the activity table beside the surveys. Therefore, only three surveys were completed and returned. Two surveys were completed in English and one was completed in Spanish.

Clearly, the surveys were not successful. Had they been presented in a different way, they might have returned more responses. One option would be to include more signage with the stack of surveys to catch the attention of participants. Or, placing stacks of surveys around the event in multiple locations, in addition to increasing signage, might be even more effective. Ideally, surveys would be passed out to the parents, as this would encourage participation by putting a face to the surveyor, but this is not as feasible for those running the event, as they are constantly occupied by operating activities during the Media Night.

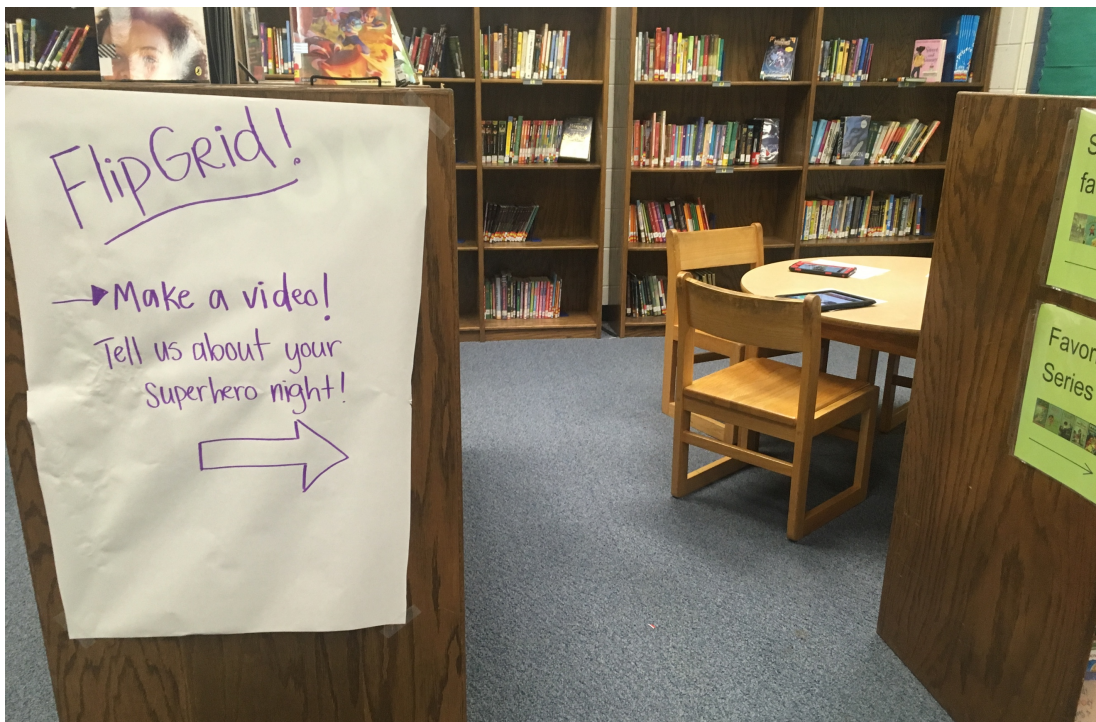
The surveys for the OBE tool piloting were one page long. The questions could be pared down to half a page, at least, to decrease the time commitment of parents filling out the survey. Having a half page survey could encourage greater participation, while also decreasing the amount of paper used, costing the school less money for printing.

My final recommendation for the use of paper surveys at subsequent Media Night events would be to shorten the survey length, continue the use of English and Spanish, scatter the placement of the survey stacks, and increase signage to make the surveys more noticeable.



## Flipgrid

Flipgrid, an app that students can use to answer questions by recording a video, was used to gather data from the students attending the Media Night. The app was downloaded and opened on four iPads, provided by the FPG technology administrator. Instructions for how to use Flipgrid and how to find the survey in the event the app was closed by a previous user were taped to the table beside each iPad. Since the students



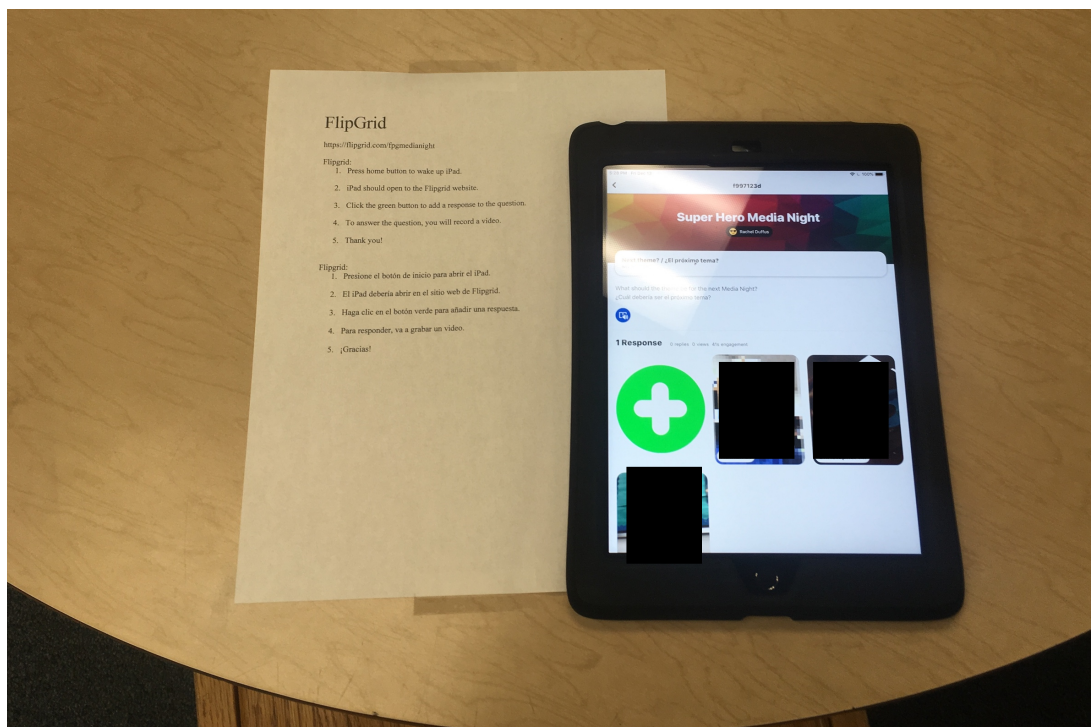
**Figure 2: Flipgrid station**

were going to be recording videos, the Flipgrid station was placed in an area of the library that is blocked off by bookshelves. To draw attention to the area, a large sign explaining the activity was posted nearby.

By the end of the evening, four video responses were logged on the Flipgrid app. Three of these videos had responses pertaining to the posted survey question; the last video was a child and parent playing around with the filters and stickers that can be added to each video. These features seemed to be distracting to kids, as I observed often that

they were just playing around on the app. Another distracting aspect was that the kids could close out of the app and access the rest of the iPad, so multiple times I found students on Youtube and other apps that were not related to Flipgrid. Adult supervision for the use of Flipgrid is ideal, but this was not possible, as kids could access the Flipgrid center on their own. When assisted, the kids seemed more likely to stay on track and make it to the point of recording their videos.

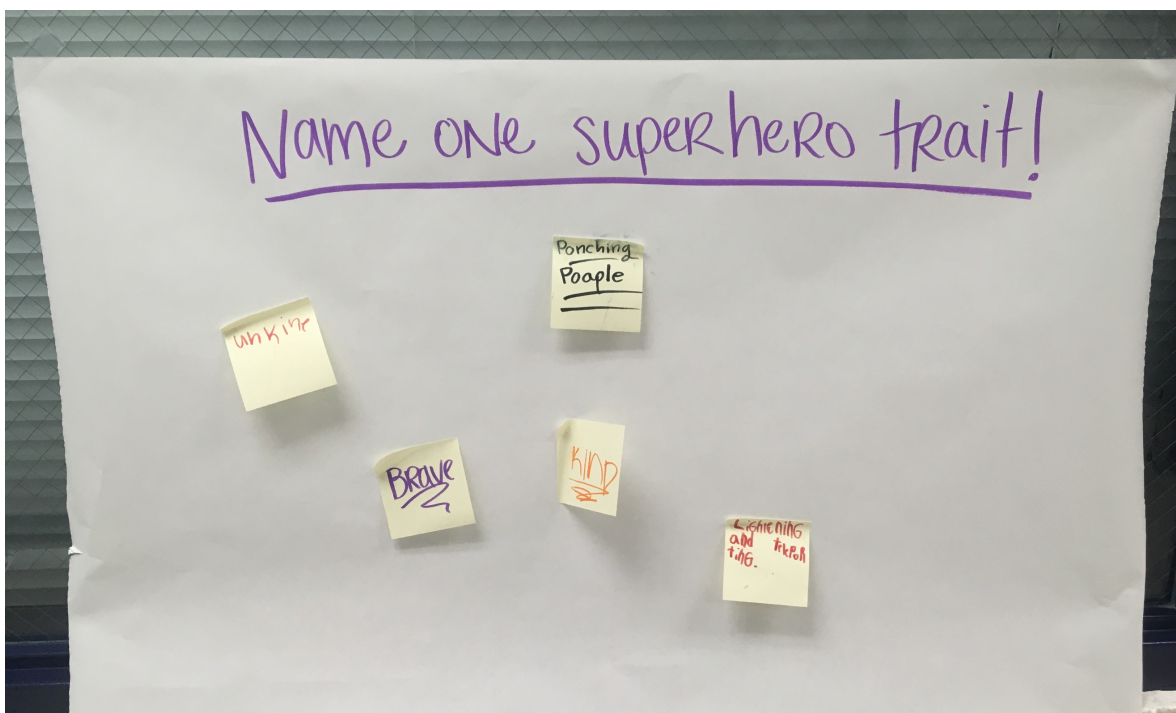
Another barrier observed while the kids worked was the multi-step process they had to go through in order to record the final video. From opening the iPad from sleep mode to clicking “record” in Flipgrid, the kids gave up on the process at multiple points. I did not observe a child record a video response without an adult present. Being prompted to type in their name caught the kids more than any other step, and kids frequently stopped the entire process at that point.



**Figure 3: Flipgrid app and instructions**

I implemented the Flipgrid station in order to give the students a way to share their opinions in a way that was entertaining and appealing to them, which was very necessary during an event with lots of exciting activities going on. And, having an assessment tool that did not require time from the event hosts was important. Because of the complexity of Flipgrid and the chaotic nature of the Media Nights, I would not recommend using Flipgrid as an assessment tool. It would be better used in a classroom where a teacher assistant could assist the students in navigating the app.

### **Talkback Board**



**Figure 4: Talkback Board**

Talkback boards are interactive means of assessment where a question is presented on a poster, large paper, or big space where there is room for survey participants to write brief or one-word answers on post-it notes and stick them to the blank area under

the question. This form of assessment does not require much time from participants, as they are only being asked one question and their responses are not meant to be lengthy.

Also, participants can read others' responses, which can provide a reflective moment where they learn about other perspectives within their community. The large format is unusual, compared to traditional surveys, and is eye-catching, bringing in more participants.

The Talkback board for the December Media Night consisted of a large sheet of art roll paper taped to the hallway wall facing the entrance/exit to the library where the Media Night was taking place. The Talkback board was placed facing the exit to attract participants who were leaving the Media Night, as they had to pass the poster in order to leave the event. Also, the Talkback board required a large portion of wall space, and this area in the hallway was the only spot I could find, in both the hallway and inside the library. A chair (all tables were taken up with activities for the event) was placed beside the Talkback board, providing a place for a box of markers and sticky notes. Also, instructions were posted on the wall beside the poster for participants not familiar with Talkback boards. I added the first response for inspiration.

The Talkback board garnered the most responses out of all the assessment methods. Its noticeable location and short time commitment made it more appealing to parents and kids. Also, its interactive nature seemed exciting to kids. By the end of the night, there were four responses (Post-it notes) on the Talkback board. One of those responses was a joke answer, but it is still being counted as a response. While four is a higher response number than seen in the other methods of assessment (Flipgrid had four,

but only three were in response to the question), it is still quite low, considering the number of participants.

Issues that might have led to the Talkback board gaining fewer responses than expected could have been based in the location of the poster. While it was the best available space at the time, a better spot could be chosen to capture more participants. People tended to leave in groups, which might have led to them missing the Talkback board on the way out of the library. Also, people might have been in a hurry as they were leaving, not wanting to spend more time at the event. Needing to leave the event in a timely manner might have been an issue specific to this particular Media Night, though, as the Media Night schedule was cut short to accommodate another event occurring at the same time. So, participants of the Media Night, many of whom needed to attend the other event, might have left quickly. At the previous Media Night, I had observed families dawdling at the entrance of the library and in the hallway, staying past the end time of the Media Night. Due to this observation, I thought that placing the Talkback board in the hallway would be a strategic way to capture responses.

Another issue was the use of a chair to hold the materials. I noticed at one point during the Media Night that an adult was sitting in the chair, taking a phone call, thus blocking the Talkback board and the materials needed to use it. In the future, I would recommend securing a small table for the materials to avoid such a misuse. Also, for future Media Nights, I would recommend placing the Talkback board in the same location to see if, under normal scheduling circumstances, participants spend more time in the hallway, like at the first Media Night this year. If the number of responses is not



significantly increased, then I would suggest moving the Talkback board to a new location.

Unlike some of the other assessment methods, like Flipgrid, I would highly recommend using Talkback boards to survey both adults and children, and it was the most used surveying technique and the few kids that used it appeared to enjoy its interactive nature, as they can see how they are contributing to the conversation about the given topic. Also, it can completely operate without supervision from those who are running the event, so it is an ideal method of data collection. Post-Event Emailed Survey

Using the same email list I was provided with to notify participants before the event about the assessments occurring, I emailed a short, three question survey in Google

| Post-Event Survey/Encuesta después del evento  |
|--|
| <p>Thank you for attending the FPG Media Night! To continue improving our Media Nights for you and your child(ren), we would like to ask your participation in the following survey./¡Gracias por su asistencia en el Noche de Medios de FPG! Para continuar mejorando los Noches de Medios para usted y sus hijos, queremos pedirle su participación en una encuesta.</p> |
| <p>Have you and your children had any conversations related to the Media Night? If so, about what? / ¿Han tenido conversaciones sobre el Noche de Medios? ¿Si sí, sobre qué?</p> <p>Long answer text</p>   |
| <p>Which activity/part of the Media Night was the most meaningful for your child(ren)? / ¿Qué actividad/parte del Noche de Medios fue el más significativo?</p> <p>Long answer text</p>  |
| <p>Do you have any suggestions for how we can improve the Media Nights? ¿Ud. tiene sugerencias para mejorar los Noches de Medios?</p> <p>Long answer text</p>  |

**Figure 5: Email survey**

Forms to the adults who brought students to the Media Night. The entire survey was written in both English and Spanish to meet the needs of the bilingual population. To not further tax the same participants that I had already been surveying during the event, I intentionally kept the emailed survey brief, and the questions were open-ended. The Media Night occurred on a Friday night, so I emailed the survey on the following Monday morning, assuming many parents check email less frequently during the weekend, compared to work days. The survey included a brief introduction and thanked the participants for their assistance.

Unfortunately, I only received one response to the survey. This participant answered all of the questions completely. Since the event had ended, the adult guardians might not have cared as much about responding to event-related emails. Also, the timing of the emailed survey could have been poorly planned—perhaps emailing the parents immediately following the event could increase the response rate. In the future, I would recommend reusing this same survey and slightly tweaking the questions to fit the specific Media Night or event. If response rates continue to be low, use of the emailed survey could be discontinued.

### **Observations**

For the assessments, I wanted to collect data directly from the participants to gain their honest opinions and allow them to know they were actively contributing to improvements happening in their library and at their events. But, observations are also important to gain data that the participants are not aware of and learning general trends occurring at the event. While the Media Night ran, I walked around observing the adults, students, and activities taking place, making notes in a notebook. I noted which activities

were the most popular and how the kids were spending their time. Also, I observed how the adults were interacting with the event—were they assisting their children with the activities, watching their children, or just interacting with other adults? I learned the most about the event and everyone's experience through the observations, compared to the other assessment methods.

### **Main Takeaways**

While these data collection methods did not capture a great amount of data pertaining to the event participants, a great deal of data exists from observing how each method worked. Low-tech methods seemed to work the best, as participants did not have to learn how to operate a piece of technology, so there were fewer barriers to access. With the low-tech methods, like the Talkback Board and Paper Survey, the results were still low, but this was generally due to placement of the tool. I recommend using these two tools, in addition to observations, in the future. Placement should be adjusted to well-trafficked areas to ensure greater participation. For the high-tech methods, I recommend attempting them again, if time allows, and possibly better educating participants for what to expect and how to use the tech-based tools, like the FlipGrid and the emailed survey. If continued use of these tech tools does not yield results despite adjustments, I would discontinue use.

Also, through my observations, I noted high popularity with the coding activity, for a variety of ages. There were far more kids interested than could be supported by the set-up that evening. Perhaps this could be expanded or connected to data collection for the OBE tool in the future.



## Recipient Feedback

### Feedback

After the Media Night, I compiled the data collected and analyzed the effectiveness of the tools. I presented these findings, which included the “Reflection” portion of this paper, to Peterson for both her usage and feedback (actual data from the participants is not included for privacy reasons). She found my report very helpful and gave feedback both by email and through a meeting, once she had the opportunity to review the report. I also provided her with drafts of the tools I used, such as the surveys, so she could modify and reuse them for future events.

The most helpful aspect of my report was the data collected, specifically the observations. Since Peterson is so busy and consumed with her responsibilities running the Media Night, she often is not able to see beyond the area where she is working. Having an extra set of eyes to note the activity flow and participant behaviors revealed many surprises for Peterson—she did not realize certain areas received an enormous amount of traffic, for example. Other observations confirmed facts she already knew about the Media Nights and is working to address, and having hard data helps with making desired changes. Peterson mentioned that she and Linares usually have a meeting after the event to review the experience, but they still cannot fully see the whole picture without someone specifically designated to make observations and collect data actively.

Peterson had recommendations for the individual tools, as well. The email survey, overall, was not successful for me. Instead of a Google Form, she suggested adding the questions into emails that are already being sent to caregivers after the event. When a green screen is used, which is quite often, she will send the children's pictures to the caregivers. It would be in this kind of email, which is already expected by the caregivers, that she would see as a good opportunity to ask follow-up questions. She postulated that this would be more effective since the email is expected and she already has a rapport with the families. She also likes the idea of incorporating the tools (or, future tools) into activities to increase the student participation and having a suggestion box at events to keep surveys anonymous, while still enticing kids to participate (she said they love suggestion boxes).

### **Questions**

To conclude our meeting, Peterson wanted to know if I would implement a program like their Media Night, based on my work through this project. After seeing the positive interactions between the kids and the library setting, in addition to the large volume of families that were exposed to Peterson and the library, I would definitely incorporate a media night or similar event. I observed engaged students and received positive feedback from them and their caregivers, so I see the event as a positive addition to the library's programming.

## Future Work

### **Additional Suggestions**

In addition to the tools tested at this Media Night, I have additional ideas for other tools that could be used in the future.

To relate to the activities already happening at the Media Night and to reach students who express themselves best through art, the FPG library could use drawing to survey the students. Kids could be asked to draw a picture in response to a question, such as, “How will you act like a superhero this week?” This survey will also act as an activity for the kids, so they will not have to take a break from the fun of the Media Night. There can be a box where they slip in their submissions, which is also fun for kids. Their pictures can be posted in the library after the Media Night, too.

Also, a variation of the Talkback Board could be done to create a fresh version to catch kids’ attention. A question could be posed on a “Twitter Board” that is modeled to look like a Twitter feed. Students can write their responses on strips of paper as tweets. This could be a fun and relevant take on the Talkback Board.

Finally, a sticker chart could be used for students to place stickers in different regions of the poster to indicate their answer to a question or their opinion on a statement. Interactive tools like this and the Talkback Board seem to excite the kids, and they are able to see the progress from their peers and how it relates to their contribution, so evaluation tools that are publicly posted will likely be effective.

## **Recipient Usage**

As mentioned, Peterson would like to use this OBE tool in the future. She saw great value in the data collected and would like to build upon the assessment methods. She plans on organizing one or more volunteers to help with assessment. She would particularly like to have a volunteer designated to make observations during the Media Nights or take her place for periods of time so she can work on observations. She would also utilize these volunteers for types of assessment that need to be monitored, like video recording in Flipgrid. She wants more feedback directly from students, but this would often require guidance and supervision from an adult.

Working towards relating to and integrating with the school's curricula is also one of Peterson's goals for future Media Nights. Currently, the Media Nights have themes, but she would like move into creating learning outcomes from the work students are already doing in their classes. With more concrete outcomes, she could better measure the effectiveness of the Media Nights in changing knowledge levels for the attending students. While the current structure of the Media Nights is highly successful in drawing families into the library and strengthening relationships between Peterson and the school community, Peterson wants to be even more intentional about her goals and the feedback questions associated with those goals.

Finally, Peterson plans on using the various methods in this tool with other programs in her library. She would especially like to gather data at her Family Checkout nights, when students and their caregivers can come in, outside of school hours, to check out books and have a library experience. Peterson has ideas for using the surveys and observations to improve the effectiveness of serving the families that attend or could

possibly attend in the future. The tool can also apply to her daily library activities—data is important to her for advocating for the library.

### **Personal Usage**

Since I plan on working in a school library environment, specifically at the elementary school level, I will be implementing the successful assessment methods I tested at the Media Night. Not only will I use them during large events, like the Media Night, but I will work to implement them in smaller contexts, such as lessons and daily library interactions. Generally, when students visit a library, data taken is based on headcounts and circulation statistics. These tools, such as the Talkback Board, could be used to better understand each student's experience on a normal day in the library, which involves much more than just the books they choose to check out.

For events or large-scale programs like the Media Night, I will implement the OBE tool similarly to in this project. I would continue to tweak the assessment methods for improvement. Also, I would expand my focus on how the students are changed by the experience. For this Media Night, I mainly gathered input from participants about their opinions on the Media Night and how it could be improved. I gathered only a small amount of data on the students' learning experiences through the Talkback Board. In the future, I would like to start teaching the topics for an event ahead of time, incorporating it into interactions with classes in the library. The event would have specific learning outcomes, like a lesson, and my assessment tools would look at whether the students gained any new knowledge, behaviors, or outlooks through the program. Assessment would therefore begin before the program and continue during and afterwards.

Outreach concerning OBE will be a priority, as well. During district librarian PLC meetings, I will share my work with OBE--the challenges, successes, and benefits--along with copies of this OBE tool (and, any future additions that are made), to ease the burden of implementation on my colleagues. In addition, I would be interested in discussing OBE with the technology administrators in my district, since they often work closely with school librarians but also conduct their own work directly with the school community. OBE could improve their services, both in conjunction with librarians and independently.

Also, I will be publishing this paper on the Carolina Digital Repository (CDR). Other librarians researching OBE will then be able to view my tool and recommendations. Librarians in public, academic, and other library contexts could also benefit from the use of OBE. This paper, to ensure maximum exposure, will be tagged to include all libraries, not just school libraries and media centers.

### **Further Research**

To see how OBE is being used in my community, I would like to speak with other local librarians, both in public and school libraries, to see if and how they are assessing their patrons. Also, speaking with teachers would help to improve my methods of assessment in the future, too. I would also like to conduct research into how preschool teachers assess their students. At this level, students are often being assessed by changes in behaviors and social attitudes, which directly relates to many goals seen in OBE. Preschool teachers are constantly assessing and gathering data for the school and parents, so understanding their methods and goal-setting would be beneficial to OBE in libraries.

## Conclusion

Currently, OBE is not widely used in public and school libraries, despite ALA and other large organizations pushing for its usage. Many barriers to usage exist for librarians, including time, information, and resources. Through this project, I created resources for librarians to reuse in their libraries, hopefully reducing the time required to implement this type of assessment.

The process of creating this tool is not complete, though. I found it is an iterative process, requiring repeated revision and reflection. Others who might use this tool can continue to improve and build on the assessment methods, suiting it to their libraries and their unique communities. Those using the tool also need to remember that each implementation requires further iterations, too.

OBE supports more effective programming and services by librarians through examining the changes in behaviors, knowledge, and perceptions of the library users. Attendance numbers do not show how a group is impacted by a program, but gathering data and feedback through OBE can tell librarians if they are making a difference with their work. Knowing the desired data also aids with developing more intentional programming through defined outcome goals. Librarians can work together to build a network of resources and knowledge that promotes more widespread usage of the data collection approach, through projects such as this.

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## Appendix A: Recruitment Letters/Emails

Dear \_\_\_\_\_,

We are looking forward to seeing you and your student(s) at our December Media Night. I am a student at UNC's School of Information and Library Science, working towards my masters in School Libraries. I am also an intern at FPG's library. For my master's paper, I will be developing ways to evaluate programs at FPG's library, and we will be testing out the evaluation at the December Media Night. We are working to assess the success of our Media Nights, in addition to seeing how we can improve for the future.

The assessments will be in the form of surveys, observations, and interviews. Your participation is not required, but, if you are willing, we would like to request your input so we can improve the program for you and your students.

Thank you for your time, and we look forward to seeing you all on December 13<sup>th</sup>!

Sincerely,

Rachel Duffus  
University of North Carolina at Chapel Hill  
School of Information and Library Science  
MSLS 2020

\_\_\_\_\_:

Estamos esperando a ver a usted y su(s) estudiante(s) en el Noche de Medios. Soy un estudiante en la escuela de la ciencia de información y la biblioteca, trabajando a mi maestrías en bibliotecas escolares. También, tengo una pasantía en la biblioteca de FPG. Para mi papel de las maestrías, voy a hacer maneras para evaluar los programas de la biblioteca de FPG. Vamos a probar esta evaluación en el Noche de Medios de diciembre. Trabajamos a evaluar el éxito de los Noches de Medios, y también queremos saber cómo podemos mejorar el programa en el futuro.

Las evaluaciones serán en la forma de encuestas, observaciones, y entrevistas. Su participación no es requerida, pero nos gustaría tu ayuda para mejorar el programa para usted y su(s) estudiante(s).

¡Gracias por su ayuda, y vamos a ver a ustedes mañana!

Gracias,

Rachel Duffus  
Universidad de Carolina del Norte en Chapel Hill  
La escuela de la ciencia de información y la biblioteca  
MSLS 2020

## Appendix B: Participant Instructions

Flipgrid:

1. Press home button to wake up iPad.
2. iPad should open to the Flipgrid website.
3. Select a question to answer.
4. Click the green button to add a response to the question.
5. To answer the question, you will record a video.
6. Feel free to answer one or all of the questions!

## Appendix C: Surveys

### Paper Survey

Directions: Please indicate your level of agreement or disagreement with each of these statements about tonight's FPG Media Night. Place an "X" mark in the box of your answer.

Q1: How many Media Nights have you been to this year, including tonight?

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Q2: How many children attended with you?

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Q3: What are the ages of your children who attended the Media Night?

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|  | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|--|----------------|-------|---------|----------|-------------------|
| 1. The Media Night hours are convenient.                         |                |       |         |          |                   |
| 2. The activities were appropriate for the ages of my children.  |                |       |         |          |                   |
| 3. My involvement in library is important to my child's success. |                |       |         |          |                   |
| 4. I have become more familiar with the FPG library during the   |                |       |         |          |                   |



Media Nights.

5. The Media Nights help my child to be more excited about using the library.

6. My child interacted with other students during the Media Night.

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Q7: What could we do to make your Media Night experience better?

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Direcciones: Por favor indique su nivel del acuerdo o desacuerdo con cada frase sobre esta noche. Ponga “X” en la caja de su respuesta.

Q1: ¿Cuántos Noches de Medios ha estado presente en este año, incluyendo hoy?

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Q2: ¿Cuántos niños vinieron hoy con usted?

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Q3: ¿Cuáles son las edades de sus niños que vinieron hoy?

---

1. Las horas de la Noche de Medios son convenientes.

| Totalmente de acuerdo | De acuerdo | Neutral | En desacuerdo | Muy en desacuerdo |
|-----------------------|------------|---------|---------------|-------------------|
|                       |            |         |               |                   |

2. Las actividades fueron apropiadas para las edades de mis hijos.

3. Mi participación en la biblioteca es importante al éxito de mi hijo.

4. Me he vuelto más familiar con la biblioteca de FPG during las Noches de Medios.

5. Las Noches de Medios ayudan a mis hijos a querer usar la biblioteca.

6. Mi hijo tuvo interacción con los otros estudiantes durante la noche.

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Q7: ¿Que podemos hacer para mejorar su experience durante las Noches de Medios?

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## Email Survey

Thank you for attending the FPG December Media Night with your child(ren)! We were so happy to see you and hope the kids had a fun evening. To continue improving our Media Nights for you and your child(ren), we would like to ask your participation in the following short survey. ¡Gracias por su asistencia en el Noche de Medios de FPG! Para continuar mejorando los Noches de Medios para usted y sus hijos, queremos pedirle su participación en una encuesta de Google:

1. Have you and your child(ren) had any conversations related to the Media Night? If so, about what? ¿Han tenido conversaciones sobre el Noche de Medios? ¿Si sí, sobre qué?
2. Which activity/part of the Media Night was the most meaningful for your child(ren)? ¿Qué actividad/parte del Noche de Medios fue el más significativo?
3. Do you have any suggestions for how we can improve the Media Nights? ¿Ud. tiene sugerencias para mejorar los Noches de Medios?

## Appendix D: Observation Template

Number of kids at Table 1

Number of adults at Table 1

Number of kids at Table 2

Number of adults at Table 2

Number of kids at Activity 1

Number of adults at Activity 1

Number of kids at Activity 2

Number of adults at Activity 2

Number of adults not interacting with kids/activity

Number of kids interacting with each other

Number of kids doing activity alone

Number of kids at story time

Length of time spent at Table 1

Length of time spent at Table 2

Length of time spent at Activity 1

Length of time spent at Activity 2

Kid behaviors

Kid emotions

Parent behaviors

## Appendix E: List of Applications/Programs Used for Feedback

- FlipGrid: <https://info.flipgrid.com>
- Topic: “Next theme? / ¿El próximo tema?”
- Question: “What should the theme be for the next Media Night? ¿Cuál debería ser el próximo tema?”

## Appendix F: Talkback Board

Materials: Large poster board or sheet of paper, sticky notes, tape, and markers/writing utensils

Question: “Name one superhero trait!”